

The following pages include the Proficiency Level Descriptors for each content area. The Proficiency Level Descriptors are grouped by grade cluster 3/4, 5/6, 7/8, or 9/10 and describe the skills necessary at each of the achievement levels. The achievement levels are: Advanced, Proficient, Below Proficient, and Far Below Proficient.

Alaska's Alternate Reading, Writing, and Mathematics Proficiency Level Descriptors – Grades 3 and 4

Proficiency Level	Reading	Writing	Math	Score Ranges
Advanced	The student decodes or identifies simple sight words; identifies the main idea and/or main character from a story read aloud; identifies simple sight words in addition to his/her name; identifies all letter sound relationships; and blends more than 5 sounds to make words.	The student uses basic conventions of writing (e.g., capitalization, spacing/alignment, left to right); and communicates ideas to others by producing a graphic product (story/event) through the use of pictures and/or symbols.	The student rote counts single digit numbers to ten; identifies first, second, and last; identifies the basic geometric shapes of triangle, circle, square, and rectangle; and matches items with similar attributes (e.g., matches the triangles).	<u>Reading</u> 63 or above <u>Writing</u> 76 or above <u>Mathematics</u> 62 or above
Proficient	The student identifies signs and symbols; identifies letter sound relationships; blends sounds to make words; identifies a detail using pictures, symbols, or words from a story read aloud; identifies own name in print; and displays an understanding of print directionality.	The student reproduces/copies words using upper and lower case letters; writes/reproduces own first name; and orients graphics in legible format (right-side up, left to right).	The student rote counts single digit numbers to five; copies numbers; identifies first and last; identifies the basic geometric shapes of triangle, circle, and square; and matches items with the same attributes (e.g., matches blue triangles).	<u>Reading</u> 32-62 <u>Writing</u> 38-75 <u>Mathematics</u> 33-61
Below Proficient	The student handles books/literacy materials correctly; holds book upright, right direction; handles books/literacy materials correctly but without demonstration of directionality; identifies pictures and letters; points to words randomly, and is developing phonological awareness.	The student reproduces/copies upper and/or lowercase letters; and writes/reproduces simple strokes that form letters.	The student counts numbers less than five; identifies first or last, but not both; and identifies one of the basic geometric shapes (triangle, circle, or square).	<u>Reading</u> 8-31 <u>Writing</u> 7-37 <u>Mathematics</u> 6-32
Far Below Proficient	There is a significant need for additional instructional opportunities to achieve the proficient level.	There is a significant need for additional instructional opportunities to achieve the proficient level.	There is a significant need for additional instructional opportunities to achieve the proficient level.	<u>Reading</u> 7 or below <u>Writing</u> 6 or below <u>Mathematics</u> 5 or below

Alaska's Alternate Reading, Writing, and Mathematics Proficiency Level Descriptors – Grades 5 and 6

Proficiency Level	Reading	Writing	Math	Score Ranges
Advanced	The student reads a simple sentence of 3-5 or more words; identifies beginning and end of the sequence of events in the text; identifies or reads words of increasing complexity (e.g., more letters, more syllables); answers who, what, where questions about a passage read aloud; and follows 2-step written directions.	The student uses more conventions of writing (e.g., capitalization, end mark punctuation, letter/word order); and communicates ideas to others by producing a well-organized graphic product that uses complete sentences.	The student counts to 20 or above; graphs simple information; performs simple addition (using the numbers 1-12); creates a simple pattern; identifies more and less; identifies and names coins (penny, nickel, dime, and quarter); identifies value of coins; performs single-digit subtraction; and identifies where an object is located relative to another object (e.g., in and out, over and under).	<u>Reading</u> 77 or above <u>Writing</u> 67 or above <u>Mathematics</u> 61 or above
Proficient	The student identifies or reads simple sight words; reads simple sentences of 2-3 words; identifies the main idea and/or main character from a passage read aloud; and follows 1-step written directions.	The student communicates ideas to others by producing a story/event through the use of pictures and/or symbols; uses some basic conventions of writing (e.g., consistent use of capitalization and end mark punctuation, spacing/alignment, left to right); uses beginning (early phonetic) spelling as evidenced by the use of mostly consonants with a few vowels; and writes/reproduces own name, first and last.	The student rote counts single-digit numbers to 12; reads and writes/reproduces single-digit numbers; identifies first, second, and last; identifies the basic geometric shapes of triangle, circle, square, and rectangle; matches items with similar attributes (match the triangles); counts objects to five; identifies bigger/smaller, shorter/taller, and more; reads simple graphs or charts; reproduces simple patterns; identifies coins (penny, nickel, dime, and quarter); performs simple addition with the numbers 1-5; and identifies where an object is located relative to another object (in and out).	<u>Reading</u> 46-76 <u>Writing</u> 33-66 <u>Mathematics</u> 25-60
Below Proficient	The student displays an understanding of print directionality; identifies signs and symbols; identifies letters; identifies a detail using pictures, symbols, or words from a story read aloud; and identifies own name in print.	The student copies/reproduces words using upper and lower case letters; writes/reproduces own first name; and orients graphics in legible format (right-side up, left to right).	The student demonstrates the concept of one; rote counts to five; identifies first and last; identifies two geometric shapes; and identifies same/different.	<u>Reading</u> 11-45 <u>Writing</u> 10-32 <u>Mathematics</u> 8-24
Far Below Proficient	There is a significant need for additional instructional opportunities to achieve the proficient level.	There is a significant need for additional instructional opportunities to achieve the proficient level.	There is a significant need for additional instructional opportunities to achieve the proficient level.	<u>Reading</u> 10 or below <u>Writing</u> 9 or below <u>Mathematics</u> 7 or below

Alaska's Alternate Reading, Writing, and Mathematics Proficiency Level Descriptors – Grades 7 and 8

Proficiency Level	Reading	Writing	Math	Score Ranges
Advanced	The student decodes unfamiliar words using knowledge of letter-sound relationships (phonics), and word structure (base word, prefix, suffix); answers who, what (e.g., main idea), when, where, questions; identifies the theme or makes prediction about a reading passage; summarizes text accurately in correct sequence; and follows 3 or more step written directions.	The student uses a variety of simple sentences that support a topic; communicates by using a variety of words; uses conventions (e.g., capitalization, appropriate spacing, variety of ending punctuation marks such as exclamation and question mark); and correctly spells commonly used words.	The student skip counts by twos, fives, and tens; extends a simple pattern; interprets a simple graph; uses and applies basic units of measurement (e.g., time measurement, temperature, distance, and volume); identifies value of a combination of paper currency and coins; performs double-digit addition and subtraction with regrouping; and identifies whole, one-half, and one-quarter.	<u>Reading</u> 52 or above <u>Writing</u> 76 or above 74 or above
Proficient	The student reads a simple sentence of 4-5 or more words; identifies beginning, middle, and end of the sequence of events in the text; obtains information using text features including pictures (illustrations for text), visual cues (e.g., chapter headings, bolded or italicized text); identifies or reads words of increasing complexity (e.g., 5 or more letters, or 2 or more syllables); identifies answers to who, what, where questions about a reading passage; and follows 2-step written directions.	The student communicates ideas by using complete sentences; communicates by choosing appropriate word choice related to the topic; and uses conventions of writing (e.g., capitalization, appropriate spacing, use of periods, and correct orientation of written letters and/or other graphics).	The student counts to 20 or above and skip counts by fives and tens; reads and writes/reproduces two-digit numbers; reads and writes two-digit numbers; identifies place value of ones and tens; creates simple tables, charts, or graphs; identifies which category of a table has the most or least; performs double-digit addition and subtraction without regrouping; identifies symbols +, -, and =; identifies units of measurement (e.g., time, money, linear, or distance); identifies value of a combination of coins; identifies paper currency (1, 5, 10, and 20); labels empty set as none or zero; identifies where an object is located relative to another object (e.g., in and out, over and under, in front of, and beside); and identifies whole and one-half.	<u>Reading</u> 33-61 <u>Writing</u> 41-75 <u>Mathematics</u> 52-73
Below Proficient	The student decodes simple words; identifies or reads simple sight words; reads simple sentences of 2-3 words; identifies story elements (main idea and/or main character) from a passage read aloud; and follows 1-step written directions.	The student communicates ideas to others (a story/event) by the use of one or two pictures and/or symbols; and uses some conventions of writing (e.g., capitalization and punctuation, spacing/alignment, left to right).	The student rote counts single-digit numbers; reads and writes/reproduces single-digit numbers; identifies first, second, and third in activities; identifies the basic geometric shapes of triangle, circle, and square; matches items with like attributes; and identifies coins (penny, nickel, dime, and quarter).	<u>Reading</u> 12-32 <u>Writing</u> 16-40 <u>Mathematics</u> 22-51
Far Below Proficient	There is a significant need for additional instructional opportunities to achieve the proficient level.	There is a significant need for additional instructional opportunities to achieve the proficient level.	There is a significant need for additional instructional opportunities to achieve the proficient level.	<u>Reading</u> 11 or below <u>Writing</u> 15 or below <u>Mathematics</u> 21 or below

Alaska's Alternate Reading, Writing, and Mathematics Proficiency Level Descriptors – Grades 9 and 10

Proficiency Level	Reading	Writing	Math	Score Ranges
Advanced	The student answers who, what, when, where, and why questions about a reading passage; uses strategies for decoding unfamiliar words and reads sentences with increasingly complex text; understands the difference between fact and opinion; and follows more complex written directions.	The student shows increasing complexity in sentence structure; consistently uses supporting details that are related to the topic; consistently organizes information about a topic in a variety of forms for different audiences and purposes that communicates a clear message; and corrects errors in spelling, capitalization (including proper nouns), end punctuation, and commas.	The student performs addition of multiple single-digit numbers; uses simple patterns to solve problems; determines the amount of money needed for a purchase; divides single-digit numbers by single-digit numbers; and identifies whole, one-half, one-quarter, one-third, and three-fourths.	<u>Reading</u> 57 or above <u>Writing</u> 82 or above <u>Mathematics</u> 81 or above
Proficient	The student answers who (main character), what (main idea, problem and solution), when and where (setting) questions about a reading passage; identifies the theme and makes predictions about a reading passage; summarizes text accurately in correct sequence; decodes unfamiliar words using knowledge of letter-sound relationships (phonics) and word structure (base word, prefix, suffix); and follows multi-step written directions to complete a task.	The student produces a variety of simple sentences that support a topic; communicates ideas for different audiences by using a variety of purposes that clearly communicates a message; uses simple editing strategies, such as checking for correct capitalization, punctuation and spelling.	The student performs double-digit addition and subtraction with regrouping; uses and applies basic units of measurement (e.g., time, measurement, temperature, distance, or volume); multiplies single-digit numbers by single-digit numbers; rounds numbers to the nearest ten; and identifies whole, one-half, one-quarter, and three-quarters.	<u>Reading</u> 43-56 <u>Writing</u> 47-81 <u>Mathematics</u> 63-80
Below Proficient	The student reads simple sentences of 2-3 words; answers one who, what, or where question about a passage read aloud; and follows 1- and 2-step written directions.	The student exhibits a limited or an unfocused idea that does not support a topic; communicates own ideas by using incomplete and complete sentences; and edits some errors in punctuation and capitalization.	The student reads and writes two-digit numbers; identifies size (bigger and smaller); reads a simple graph; identifies properties of basic geometric shapes (triangle, circle, and square); finds and supplies the missing element in a repeating pattern; and sorts coins by their value.	<u>Reading</u> 22-42 <u>Writing</u> 24-46 <u>Mathematics</u> 24-62
Far Below Proficient	There is a significant need for additional instructional opportunities to achieve the proficient level.	There is a significant need for additional instructional opportunities to achieve the proficient level.	There is a significant need for additional instructional opportunities to achieve the proficient level.	<u>Reading</u> 21 or below <u>Writing</u> 23 or below <u>Mathematics</u> 23 or below

Science Proficiency Level Descriptors and Cut Score Ranges

The following descriptors for science describe the skills necessary at each of the achievement levels: Advanced, Proficient, Below Proficient, and Far Below Proficient. Science is assessed only in grades 4, 8, and 10.

Grade 4

Proficiency Level	SCIENCE	Score Range
Advanced	The student demonstrates a highly developed conceptual understanding of the processes and content of science by identifying or demonstrating an understanding of: cause-and-effect (e.g., when more water is added to a full class, the water will spill out); the concept that living things reproduce; basic characteristics of common objects (rock is hard, etc.); states of matter of water; living and non-living things; a variety of Earth's features and features in the natural world; types of weather; the relationship of plants and animals to their habitats; tools/materials and their uses; what materials found on earth are used for; transfer of energy (e.g., electricity can be turned on and off by a switch); and ways objects can move.	44 or above
Proficient	The student demonstrates a basic conceptual understanding of the processes and content of science by identifying or demonstrating an understanding of: cause-and-effect (e.g., when more water is added to a full class, the water will spill out); the concept that living things reproduce; basic characteristics of common objects (rock is hard, etc.); states of matter of water; living and non-living things; a variety of Earth's features and features in the natural world; types of weather; the relationship of plants and animals to their habitats; tools/materials and their uses; what materials found on earth are used for; transfer of energy (e.g., electricity can be turned on and off by a switch); and ways objects can move.	24-43
Below Proficient	The student shows a partial understanding of the processes and content of science by identifying or demonstrating an understanding of: cause-and-effect (e.g., when more water is added to a full class, the water will spill out); the concept that living things reproduce; basic characteristics of common objects (rock is hard, etc.); states of matter of water; living and non-living things; a variety of Earth's features and features in the natural world; types of weather; the relationship of plans and animals to their habitats; tools/materials and their uses; what materials found on earth are used for; transfer of energy (e.g., electricity can be turned on and off by a switch); and ways objects can move.	12-23
Far Below Proficient	The student did not display a minimal understanding of science processes or content as described in the extended grade level expectations.	11 or below

Grade 8

Proficiency Level	SCIENCE	Score Range
Advanced	The student demonstrates a highly developed conceptual understanding of the processes and content of science by identifying or demonstrating an understanding of: the physical changes commonly found in the environment; the concept that organisms differ from one species to another; features of geophysical events; the earth, sun, and moon; seasonal characteristics; the uses of technology; simple descriptors to relate information about an object; familiar electronic devices; directional movement of objects; the stages of life cycles; the connection between living organisms and their environment; and tools to their function.	44 or above
Proficient	The student demonstrates a basic conceptual understanding of the processes and content of science by identifying or demonstrating an understanding of: the physical changes commonly found in the environment; the concept that organisms differ from one species to another; features of geophysical events; the earth, sun, and moon; seasonal characteristics; the uses of technology; simple descriptors to relate information about an object; familiar electronic devices; directional movement of objects; the stages of life cycles; the connection between living organisms and their environment; and tools to their function.	29-43
Below Proficient	The student shows a partial understanding of the processes and content of science by identifying or demonstrating an understanding of: the physical changes commonly found in the environment; the concept that organisms differ from one species to another; features of geophysical events; the earth, sun, and moon; seasonal characteristics; the uses of technology; simple descriptors to relate information about an object; familiar electronic devices; directional movement of objects; the stages of life cycles; the connection between living organisms and their environment; and tools to their function.	16-28
Far Below Proficient	The student did not display a minimal understanding of science processes or content as described in the extended grade level expectations	15 or below

Grade 10

Proficiency Level	SCIENCE	Score Range
Advanced	The student demonstrates a highly developed conceptual understanding of the processes and content of science by identifying or demonstrating an understanding of: the basic characteristics of matter, including identifying objects as liquid, solid, or gas; the way in which objects get energy; how the states of water affect weather; purpose of different animal adaptations; the classification of animals as herbivores, carnivores, and omnivores; the characteristics of the solar system; the movement of objects; inherited traits; how the Earth's surface can change as a result of geological activity; tools and their purposes; and the characteristics of the solar system.	44 or above
Proficient	The student demonstrates a basic conceptual understanding of the processes and content of science by identifying or demonstrating an understanding of: the basic characteristics of matter, including identifying objects as liquid, solid, or gas; the way in which objects get energy; how the states of water affect weather; purpose of different animal adaptations; the classification of animals as herbivores, carnivores, and omnivores; the characteristics of the solar system; the movement of objects; inherited traits; how the Earth's surface can change as a result of geological activity; tools and their purposes; and the characteristics of the solar system.	26-43
Below Proficient	The student shows a partial understanding of the processes and content of science by identifying or demonstrating an understanding of: the basic characteristics of matter, including identifying objects as liquid, solid, or gas; the way in which objects get energy; how the states of water affect weather; purpose of different animal adaptations; the classification of animals as herbivores, carnivores, and omnivores; the characteristics of the solar system; the movement of objects; inherited traits; how the Earth's surface can change as a result of geological activity; tools and their purposes; and the characteristics of the solar system.	18-25
Far Below Proficient	The student did not display a minimal understanding of science processes or content as described in the extended grade level expectations	17 or below